Structured Small Group Program

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Structured Small Group Program

**Title**

Pump It Up!

**Goal/Purpose**

The purpose of this structured small group program is to promote academic success and personal/social development of seventh grade females through the development of positive attitudes toward the self as a unique and worthy person and ways of expressing these feelings in writing and through verbal communication.

**Population**

This group is for seventh grade female students identified as having low self-esteem as measured on the Rosenberg Self Esteem Scale. This group will serve up 8 students.

**Rationale/Need**

In general, the literature seems to indicate that self-esteem may be lower in adolescence (Robins & Trzesniewski, 2005), and low self-esteem in adolescence is related to poor psychological outcomes in adulthood (Birkeland, Melkevik, Holsen, & Wolde, 2012). The literature also suggests that group counseling may be a beneficial intervention for improving self-esteem in the school setting (Mackeen & Herman, 1974; Egbochuku & Aihie, 2009). Additionally, the American School Counselor Association identifies low self-esteem as being related to being at risk for dropping out of school (ASCA, 2006). Therefore, it seems that the middle school years are an ideal time for interventions aimed at improving self-esteem possibly through the means of group counseling.

In order to assess for the need for this group, academic performance would be analyzed. Because low self-esteem has been found to be related to low academic performance (Baumeister, Campbell, Krueger, & Vohs, 2003), data on performance on standardized tests (archival data) will be used to first determine if a self-esteem group might be beneficial for the school. The professional school counselor will also seek archival data from attendance records because low self-esteem has been found to be associated with increased absences (Musko, 1992). If it determined that the students of the school have low performance on the standardized tests and school attendance is an issue, the potential for a self-esteem group will be proceed. The professional school counselor will then take a need assessment survey of the teachers (found in Appendix 1) via email and mail placed in teacher mailboxes. Teachers will be asked to rank order the listed needs in order of the most needed to least needed. Once the surveys are gathered, the professional school counselor will tally the topics and determine which topic the teachers think is most needed in the school. If the professional school counselor determines that social interaction Finally, the school counselor will administer the Rosenberg Self-Esteem Scale (found in Appendix 2) in order to identify students who may have low levels of self-esteem. The Rosenberg Self-Esteem Scale will be administered in homeroom class during the second week of school by the homeroom teachers pending training on the assessment by the professional school counselor.

**Theoretical Orientation**

In this structured group program, Adlerian and cognitive behavioral theoretical orientations will be used. Because Adlerian therapy focuses on the search for significance in regards to feelings of inferiority (Corey, 2012), it seems appropriate for working with students who may have low levels of self-esteem. Research has indicated that Adlerian therapy may be an effective method for improving self-esteem with elementary and intermediate school aged students (Wick, Wick, & Peterson, 1997). Additionally, cognitive behavioral approaches have been found to be effective in addressing low self-esteem (Taylor & Montgomery, 2007), and techniques such as modeling positive self-statements, reinforcing positive self-statements, challenging negative self-statements, and engaging in cognitive restructuring could be used to combat cognitions that reinforce low self-esteem (Corey, 2012). Adlerian and cognitive behavioral therapy can be used in brief therapy, so these are well suited for use in schools (Corey, 2012).

**Ethical. Legal, and Multicultural Issues**

**Ethical**

Prior to the beginning of the group, the professional school counselor will screen potential group members for appropriateness for the group, notify parents/guardians of the student’s participation in the group (ASCA, 2010). Being that this is a group setting, confidentiality remains a concern. According to the American School Counselor Association (ASCA) *Code of Ethics* (2010), the professional school counselor should inform students in a developmentally appropriate way of the nature, guidelines, goals, and procedures of counseling. The professional school counselor should also explain the limits of confidentiality, and this may be of particular importance in a group on self-esteem in the event that one of the group members discloses that she is thinking of engaging in self-harm or harm to others (ASCA, 2010). If the professional school counselor determines that students may need alternative services during the screening process or after the group has already begun meeting, the professional school counselor should make appropriate referrals to an outside resource (ASCA, 2010). Additionally, the professional school counselor should facilitate group from a brief, solution-focused perspective in order to meet academic, personal/social, and career development needs of the students (ASCA, 2010).

**Legal**

Legally, professional school counselors are mandated reported of abuse (Stone, 2009). If a student discloses in the group that she has experienced abuse, the professional school counselor must report this to Child Protective Services (Stone). Because these group members are minors, legally their information belongs to the parents (Stone). Professional school counselors are legally required to provide parents with desired information regarding the group or any other counseling services (Stone).

**Multicultural**

Depending on the cultural makeup of the group, some group members may have experienced marginalization, or exclusion from a specific group, which may be contributing the lower levels of self-esteem (Lehmiller, 2012). Additionally, because this group is designed for females, social roles and stereotypes that members do not feel fit into their personal narratives may cause multicultural issues to arise (Erford, 2010). The professional school counselor can facilitate the processing of social roles and stereotypes and the ways in which these factors contribute to self-esteem for the group members. In order to address multicultural needs, the professional school counselor can help students to define their cultural identity, which has been found to be associated with increased self-esteem (Witt, 1998). The professional school counselor will also be aware that identification with certain cultures may be associated with lower self-esteem (Tsai, Ying, & Lee, 2001). For example, research has shown that association with Chinese culture predicts lower levels of self-esteem (Tsai, at al., 2001). The professional school counselor will remain cognizant of cultural influences on self-esteem and will not ask group members to translate skills learned in group to the real world if these skills may be culturally inappropriate (Erford).

**Recruitment and Screening**

Screening for this group will occur during study hall in the second week of school. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) (found in Appendix 2) will be administered to all seventh grade students and scored to identify female students who may have low levels of self-esteem. Once students have been identified as having low self-esteem, a letter will be sent home to parents explaining the purpose of the group and asking for parental permission for students to participate in the group (found in Appendix 3). The professional school counselor will meet individually with students to screen for appropriateness for participation in the group. Students with impulse control issues, severe behavior or emotional disorders, or anger management issues will be excluded for participation in order to reduce distractions or interruptions to the group goal/purpose.

**Structure**

This counseling group will be a six-session closed group that will meet for six consecutive weeks. Each session will be held from 2:00-2:35 during the middle school study hall and will be held in the counseling group classroom. The group will be offered three times per year.

**Core ASCA Standard(s)**

* PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106)
* PS:A1.10 Identify personal strengths and assets (ASCA, 2003, p.106)
* PS:A2.6 Use effective communication skills (ASCA, 2003, p.106)

**Core State Academic Standard(s)**

* Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens (Virginia Department of Education, 2004).
* Oral Language 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations (Virginia Department of Education, 2011).

1. Use oral vocabulary and style appropriate for listeners.
2. Communicate ideas and information orally in an organized and succinct manner.
3. Ask probing questions to seek elaboration and clarification of ideas.
4. Make supportive statements to communicate agreement with or acceptance of others’ ideas.
5. Use grammatically correct language and vocabulary appropriate to audience, topic, and  purpose.

* Oral Language 7.2 The student will identify the relationship between a speaker’s verbal and nonverbal messages (Virginia Department of Education, 2011).

a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.

b) Use nonverbal communication skills, such as eye contact, posture, and gestures.

c) Compare/contrast a speaker’s verbal and nonverbal messages.

* Writing 7.9 The student will develop narrative, expository, and persuasive writing (Virginia Department of Education, 2011).

a) Apply knowledge of prewriting strategies.

b) Elaborate the central idea in an organized manner.

c) Choose vocabulary and information that will create voice and tone.

d) Use clauses and phrases to vary sentences.

e) Revise writing for clarity and effect.

f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

**Objectives**

* The student will be able to make one positive statement in response to another group member’s negative self-statement given the opportunity to share in the group by the end of the first group session.
* The student will be able to make one positive self-statement given the opportunity to share in the group by the end of the first group session.
* The student will write journal entries with appropriate pre-writing strategies, elaboration on the central idea, appropriate vocabulary, phrases and sentences, and revision using a word processing system after each group session with fewer than five errors.
* The student will respond to a positive statement about oneself made by another group member given the chance to respond in the group by the end of the third session.
* The student will be able to identify one situation in which the student feels inferior to others given the opportunity to share in the group by the end of the fourth group session.
* The student will score at least 3 points higher on the Rosenberg Self-Esteem Scale (Rosenberg, 1965) given the assessment by the end of six structured group sessions.

**Summary of Goals, Standards, Objectives, and Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Objective** | **Standard** | **Assessment** |
| To promote academic success and personal/social development of seventh grade females through the development of positive attitudes toward the self as a unique and worthy person | * The student will be able to make one positive statement in response to another group member’s negative self-statement given the opportunity to share in the group by the end of the third group session. | * PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106) * Oral Language 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations (Virginia Department of Education, 2011). | * The professional school counselor will use a behavior checklist to assess this objective (found in Appendix 4) |
| * The student will be able to make one positive self-statement given the opportunity to share in the group by the end of the first group session. | * PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106) * PS:A1.10 Identify personal strengths and assets (ASCA, 2003, p.106) | * The professional school counselor will use a behavior checklist to assess this objective (found in Appendix 4) |
| * The student will respond to a positive statement about self made by another group member given the chance to respond in the group by the end of the third session. | * PS:A2.6 Use effective communication skills (ASCA, 2003, p.106) * Oral Language 7.2 The student will identify the relationship between a speaker’s verbal and nonverbal messages (Virginia Department of Education, 2011). | * The professional school counselor will use a behavior checklist to assess this objective (found in Appendix 4) |
| * The student will score at least 3 points higher on the Rosenberg Self-Esteem Scale (Rosenberg, 1965) given the assessment by the end of six structured group sessions. | * PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106) | * The Rosenberg Self-Esteem Scale (Rosenberg, 1965) will serve as the assessment tool for this objective. This scale will be used as a pretest and posttest measure. |
| Express these feelings in writing and through verbal communication. | * The student will write journal with appropriate pre-writing strategies, elaboration on the central idea, appropriate vocabulary, phrases and sentences, and revision using a word processing system after each group session with fewer than five errors. | * Writing 7.9 The student will develop narrative, expository, and persuasive writing. | * Writing samples will be assessed by the writing resource teacher. |

**Program Evaluation**

In order to evaluate the success of the program, the Rosenberg Self-Esteem Scale (Rosenberg, 1965) (found in Appendix 2) will be used as a pretest, posttest, posttest. The assessment will be administered as the screening tool, will be administered at the conclusion of the group, and will be administered four weeks after the conclusion of the group to determine if there is a change in self-esteem overtime and if these changes remain over time. A dependent *t-*test will be used to measure change over time. Other forms of evaluation will be observation of students making positive self-statements and positive statements about others. The professional school counselor will compile a data report with the statistical analysis of the change in scores on the Rosenberg Self-Esteem Scale (Rosenberg, 1965) for program evaluation to be presented to the administration and other stakeholders.

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**Session 1**

**Title:** Getting Acquainted

**Brief Summary of Session:** To begin the session, the group will do brief introductions, establish rules, and begin discussing self-esteem. In this session, group members will briefly discuss positive statements. Group leader will model making positive statements and group members will have the opportunity to practice.

**Theoretical Orientation:** Adlerian and Cognitive Behavioral

**Specific Group Technique:** Creating community feeling (Adlerian), modeling positive statements (Cognitive Behavioral)

**Duration:** 30 Minutes

**Materials/ Media:** 2 sheets of paper (for rules), markers, paper stars

**Core ASCA Standard(s):**

* PS:A1.9 Demonstrate cooperative behavior in groups (ASCA, 2003, p.106)
* PS:A1.10 Identify personal strengths and assets (ASCA, 2003, p.106)
* PS:A2.6 Use effective communication skills (ASCA, 2003, p.106)

**Core State Academic Standard(s):**

* Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens (Virginia Board of Education, 2004).
* Oral Language 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations (Virginia Department of Education, 2011).

**Objective:**

* Each group member will be able to make one positive self-statement given the opportunity to share in the group by the end of the first group session.

**Assessments**: The professional school counselor will use a behavior checklist to assess this object (found in Appendix 4).

**Procedures/ Instructional Strategy:**

*Pre-instructional Activity*: The Rosenberg Self-Esteem Scale (Rosenberg, 1965) (found in Appendix 2) will be administered to seventh graders in homeroom as a part of needs assessment.

*Opening* (13 min)

1. Professional school counselor (PSC) welcomes students to group. PSC gives a brief introduction to the group by explaining that group members will be discussing and learning about feeling good about themselves. PSC will introduce opening ritual in which group members will recite together, “We are kind, we are smart, we are important.” (3 min) (Corey, 2012).
2. PSC asks students to introduce themselves and state one thing they are good at doing, one thing they would like to be good at doing, and one thing they want to learn in the group (Corey).
3. PSC explains that sometimes group can be uncomfortable because individuals are asked to share, but group can be a positive experience when we work well together, which leads into discussion of rules. PSC explains that group will be more comfortable if basic rules are established. PSC will invite students to suggest rules for group, write down all suggestions, and then discuss/frame rules in positive way. PSC will write final rules on paper with markers, and PSC will ask all group members to agree to rules by signing rules paper (Corey). (10 min)

*Working* (11 min)

1. The PSC will briefly introduce the concept of positive self-statements. PSC will ask group members to share what they think a positive self-statement is. After group members share, PSC will share that a positive self-statement involves saying something encouraging or affirmative about oneself. The PSC will model this skill (Corey). (3 min)
2. After the PSC models this skill, group members will have the opportunity to practice. Group members will be given a paper star and a marker and will be asked to write one positive self-statement on the star. If they feel comfortable sharing their positive statements, group members will be asked to recite the statement to the group (Philpot & Bamburg, 1996). PSC will affirm group members’ efforts in activity. (8 min)

*Processing* (4 min)

1. PSC will ask group members what it was like to write down a positive statement about themselves. PSC will ask group members what it was like to share their positive statements with the group (Philpot & Bamburg). (4 min)

*Closing* (3 min)

1. PSC will thank group members for their willingness to share in the first group and affirm their efforts. PSC will instill hope by making statement regarding the anticipation of good work and progress to be made in the group (Corey). (1 min)
2. PSC will assign homework. Homework will be for students to recite the positive statement written on their stars to themselves each day until the next group meeting (Philpot & Bamburg) (1 min)
3. PSC will initiate closing ritual of reciting, “We are kind, we are smart, we are important” (Corey). (1 min)

**Homework/ Ownwork**: For homework, group members will make one positive self-statement aloud to self each day until next group meeting.

**Group Stage and Emerging Issues:** Because this is the first group session, the group is in the initial stage (Corey). Group members will be struggling with trust/mistrust and getting a feel for the group atmosphere (Corey). Group members will likely not take risks in this stage, so positive self-statements may be general, such as “I’m nice” (Corey). There will likely be periods of silence or group members may be hesitant to answer questions initially (Corey). Group members may experience feelings of anxiety about inclusion or not fitting in with the group (Corey).

**Session 3**

**Title:** Pumping Up Each Other

**Duration:** 20 Minutes

**Brief Summary of Session:** At the beginning of the session, group members will briefly discuss homework from Session 2, in which they were asked to identify two negative self-statements they made during the week and write a journal entry in which they refute and reframe these negative self-statements into positive self-statements. The purpose of this session is to promote compassion towards others by permitting group members to model positive statements to other group members. Group members will be asked to write one of these negative self-statements on a piece of paper and place this paper in a cup. Group members will draw a paper from the cup and respond to the negative statement of another group member by making a positive, encouraging statement and by making a suggestion for positively reframing the statement.

**Theoretical Orientation:** Adlerian and Cognitive Behavioral

**Specific Group Technique:** Modeling (Cognitive Behavioral), Cognitive Restructuring (Cognitive Behavioral), Social Connectedness (Adlerian)

**Materials/ Media:** Strips of paper, cup, pencils

**Core ASCA Standard(s):**

* PS:A1.1 Develop positive attitudes toward self as a unique and worthy person (ASCA, 2003, p.106)
* PS:A2.6 Use effective communication skills (ASCA, 2003, p.106)

**Core State Academic Standard(s):**

* Oral Language 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations (Virginia Department of Education, 2011).

1. Use oral vocabulary and style appropriate for listeners.
2. Communicate ideas and information orally in an organized and succinct manner.
3. Ask probing questions to seek elaboration and clarification of ideas.
4. Make supportive statements to communicate agreement with or acceptance of others’ ideas.
5. Use grammatically correct language and vocabulary appropriate to audience, topic, and  purpose.

**Objectives:**

* The student will be able to make one positive statement in response to another group member’s negative self-statement given the opportunity to share in the group by the end of the second group session.
* The student will respond to a positive statement about oneself made by another group member given the chance to respond in the group by the end of the third session.

**Assessment**:

* The professional school counselor will use a behavior checklist to assess these objectives (found in Appendix 4).

**Procedures/ Instructional Strategy:**

*Pre-group activity*: As a part of Session 2 homework, students will have completed a journal entry in which they identify two negative self-statements, identify what was happening when they thought/made the negative self-statement, how they were feeling at the time, and a way of reframing this statement into a positive self-statement.

*Opening* (3.5 min)

1. PSC will welcome members to group and initiate opening ritual in which group members recite together, “We are kind, we are smart, we are important” (Corey) (30 sec)
2. PSC will remind group members of topic for homework from Session 2 and check in with group members about the completion homework and experience of completing the homework (Corey). (3 min).

*Working* (12 min)

1. PSC will introduce concept of compassion by asking group members what compassion means to them. PSC will introduce activity by explaining that sometimes having compassion for others helps us to feel better about ourselves (McKay & Fanning, 2000). (2 min)
2. PSC will explain activity. PSC will pass out slips of paper and pencils. PSC will ask students to write down one negative self-statement they identified from their Session 2 homework. PSC will explain that students may include their name or choose not to include their name if they are uncomfortable. PSC will ask group members to place slips of paper in a cup. Students will draw one slip of paper (re-draw if it is their own) and read the negative self-statement aloud. Students will respond to the negative statement of another group member by making a positive, encouraging statement and by making a suggestion for positively reframing the negative self-statement into a positive self-statement. PSC will model the skill prior to beginning of activity. This activity is designed on the assumption that compassion for others promotes self-esteem in oneself as suggested by McKay and Fanning (2000). (10 min)

*Processing* (3 min)

1. PSC will ask group members what it was like to hear others make positive statements in response to their own negative statements. PSC will remind group members that they do not have to identify which statement was theirs when processing feelings (McKay & Fanning). (1.5 min)
2. PSC will ask group members how they could relate to the negative self-statements of others and how the positive reframe affected their perspectives (McKay &Fanning). (1.5 min)

*Closing* (3 min)

1. PSC will summarize session. PSC will remind group members that they have learned to identify negative self-statements and ways to restructure these negative statements into positive self-statements. PSC will remind students that having compassion for others can help students feel good about themselves (Corey). (2 min)
2. PSC will assign ownwork for following week. Ownwork: When students hear a friend or family member make a negative self-statement, the students will make a positive statement to that person at least 3 times during the week (McKay & Fanning). (1 min)
3. PSC will initiate closing ritual in which students recite together, “We are kind, we are smart, we are important” (Corey). (10 sec)

**Homework/ Ownwork**: When students hear a friend or family member make a negative self-statement, the students will make a positive statement to that person at least 3 times during the week.

**Group Stage and Emerging Issues:** In the third of six sessions, the group is likely in the working stage (Corey). In the working stage, it is likely that the students may partake in greater involvement and disclosure, that there will be a sense of cohesion and trust, and that students will be willing to engage in more self-exploration (Corey).Students may be willing to be more vulnerable in the working stage (Corey).

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Appendix 1

Teachers,

The following list includes topics of possible school counseling groups. Based on your observations in your classroom, please rank these topics in order of your perception of most needed to least needed as a school counseling group.

Scale: 1 = Most needed 10 = Least needed

\_\_\_ Self-Esteem

\_\_\_ Anger Management

\_\_\_ Resiliency Skills

\_\_\_ Vocational Planning

\_\_\_ Self-Harm

\_\_\_ Communication

\_\_\_ Goal Setting

\_\_\_ Divorce

\_\_\_ Deployment

\_\_\_ Eating Disorders

Please return to the school counselor’s mailbox or return via email. Thank you!

Appendix 2

**Rosenberg Self Esteem Scale (Rosenberg, 1965)**

The scale is a ten-item Likert scale with items answered on a four-point scale – from strongly agree to strongly disagree.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1. On the whole, I am satisfied with myself. **SA A D SD**
2. \*At times, I think I am no good at all. **SA A D SD**
3. I feel that I have a number of good qualities. **SA A D SD**
4. I am able to do things as well as most other people. **SA A D SD**
5. \*I feel I do not have much to be proud of. **SA A D SD**
6. \*I certainly feel useless at times. **SA A D SD**
7. I feel that I’m a person of worth, at least on an equal plane with others. **SA A D SD**
8. \*I wish I could have more respect for myself. **SA A D SD**
9. \*All in all, I am inclined to feel that I am a failure. **SA A D SD**
10. I take a positive attitude toward myself. **SA A D SD**

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use:

The Morris Rosenberg Foundation c/o Department of Sociology University of Maryland 2112 Art/Soc Building

College Park, MD 20742-1315

Appendix 3

**North Middle School**

**Parent/Guardian Consent for Group Counseling Services**

The letter is to inform you that as a result of a recent self-esteem assessment conducted by the professional school counselor, your student, \_\_\_\_\_\_\_\_\_\_\_\_\_, has been identified for potential membership in a self-esteem counseling group. Topics that will be covered and skills to be practiced in the group are self-esteem and positive self-statements. Counseling groups are typically 20-30 minutes, and all of the sessions will be held in the school.

**Confidentiality**: The counselor is ethically and legally responsible to protect students from unauthorized disclosure of the information discussed during counseling groups. Information discussed during the session will remain confidential, and it is hoped that parents can remain involved in the helping process while protecting the counselor-student confidentiality.

Limitations to confidentiality include:

1. It is believed the student is in danger of harming self, others, of the property of others.
2. Neglect or abuse is suspected.
3. The parent authorizes disclosure.
4. Records/information is court ordered.

Students will be made aware of the limits of confidentiality during the first counseling session. Since counseling is being provided in a group setting, confidentially cannot be guaranteed, but the importance will be emphasized to all group members.

**Consent**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read, understand, and agree to the information in this informed consent, and I give my student permission to participate in the counseling activities.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 4

|  |  |
| --- | --- |
| Name |  |
| Group |  |
| Assessment Date 1 |  |
| Assessment Date 2 |  |

**Objective Assessment Checklist**

* The student made one positive self-statement given the opportunity to share in the group by the end of the first group session.
* The student made one positive statement in response to another group member’s negative self-statement given the opportunity to share in the group by the end of the third group session.
* The student responded to a positive statement about oneself made by another group member given the chance to respond in the group by the end of the third session.

Comments:

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date